

consists of two parts. In the first, you said that in departmental schools what has once been tried, and has had to be abandoned on account of the want of response from pupils, should be tried again with certain modifications. The object of instituting those new, or additional, courses of study is to wean girls and young women from their desire to enter public service and engage themselves in professions to the detriment perhaps of the purity and the beneficent nature of home life. But the method you suggest for making these courses of studies popular defeats the very object of that new scheme. You want evidently to wait before giving it up. As a remedy you suggest that only those who have passed that course should be employed as teachers in Government schools. Better than that, it seems to me, would be the example of institutions like yours at Alwaye. I am sure that all those who are interested in female education are watching the progress of that institution of yours; and when it becomes known that that institution serves a very useful and necessary purpose, I am sure that more institutions of the kind will be started. As you yourself said, that is a field where private enterprise has to step in, and it is not for the Government because, as you admit, it is impossible for the Government to do all that is required. When such institutions are started, you may rest assured that Government will consider sympathetically the question of helping them.

52. Educational Improvements.

MR. MATEVAN PILLAI NILAKANTA PILLAI (Municipal Council, Colachel) said that the existing system of education was responsible for the growth of unemployment in the State. The so-called educated youths were fit only for holding appointments. Their general physique was very poor and they were unfit to enter any profession which would help them to earn their livelihood. There was therefore imperative need for thoroughly overhauling the system of education and making it more useful to the public. The same subject was pressed at the 23rd session. The Government replied that a committee would be appointed to go into the question. But the committee had not yet come into being. The member requested that the question might be taken up without further delay and a committee of educationists constituted to enquire into the question and submit a report. He also made the following suggestions for improving the existing system of education :—

- (1) All subjects except English should be taught in Malayalam in all classes in English High Schools.
- (2) Instruction in technical subjects should be imparted to pupils in all English schools and in vernacular schools above class IV.
- (3) Industrial education should be started in all primary schools.
- (4) Greater importance should be given to the vernaculars in the curricula of studies in colleges.
- (5) Industrial schools should be opened for teaching weaving, carpentry, smithery, soap making, match manufacture, painting, paper manufacture and pencil making.

(6) Agricultural schools should also be opened for giving practical instruction in agriculture.

(7) Night schools should be opened to educate adults in the three Rs.

(8) The period of instruction in primary schools should be fixed between 8 to 10-30 A. M. and 2 to 4 P. M. every day.

(9) The curricula of studies in primary schools should be made easier.

(10) The old *Kalari* system should be revived for giving physical training to pupils.

(11) Domestic economy and child welfare should be taught in girls' schools.

(12) Primary education should be made compulsory in the State.

DEWAN'S REPLY: Mr. Matevan Pillai Nilakanta Pillai, വിദ്യാഭ്യാസപരിഷ്കരണ വിഷയത്തെപ്പറ്റി നിങ്ങൾ പറഞ്ഞിട്ടുള്ള അഭിപ്രായങ്ങളെല്ലാം നോട്ടു ചെയ്തിരിക്കുന്നു.

[Your views about the reform of the system of education are noted.]

53. Suggestions for the improvement of the Vernacular Literature.

MR. P. C. PADMANABHAN TAMPI (*Municipal Council, Hari-pad*) made the following suggestions for the development of vernaculars in the State:

(1) All Government correspondence except correspondence with outsiders should be in the vernaculars. The one serious obstacle in this direction was the ignorance of certain heads of departments and offices in the vernaculars. All officers should therefore be required to study the vernaculars and their knowledge tested by examinations.

(2) A high and refined style and diction of the vernacular language should be adopted in Government publications such as the Gazette, the Administration Report, the Proceedings of the Legislative Council and the Sri Mulam Popular Assembly and the Agricultural Magazine. The members of the Council and the Assembly should also co-operate with the Government in the matter. Whenever names were written in English, their correct spelling in the Vernacular also should be given. Otherwise they were misread.

(3) Special attention should be paid to the selection of text books. The Government was the final authority in prescribing text-books. In British India, text books for all classes except the School final class were selected by the Headmasters of the schools from among the books approved by the Text Book Committees. In Travancore also, similar powers should be given to the Headmasters. For the Vernacular School Leaving and Higher Examinations, the power might be reserved with the Government or the Director of Public Instruction. Membership on the Text Book Committees should not be confined to the officers of the Education Department. Literary men in other walks of life should also have chances of becoming members.